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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: First Grade** | | | **Date(s): September 5 – September 9**  **Week 2**  Holiday on 9/5/16 | | | |
| **Curriculum Area:**  **Fairy Tales** | Weekly Overview: This week, students will learn and practice strategies to extend their reading time. Guided reading has not begun at this time. Preliminary groups can be made from K assessments. Practice transitioning between centers/activities will help build stamina. | | | | | | | I Can Statements /Learning Targets(I can……..)  I can identify basic punctuation. I can identify the character in the story. I can answer questions about the story. | | | |
| **Common Core Standards & Essential Standards** | **RL1.1** Ask and answer questions about key details in a text. **RI1.1** – Ask and answer questions about key details in a text.  **RF1.1** Recognize the distinguishing features of a sentence. **W1.5** Focus on a topic respond to questions and suggestions from peers and add details to strengthen writing as needed **SL1.5** Add drawing or other visual displays to descriptions **L1.1a** Print all upper and lowercase letters. *RL3 Describe characters, settings, and major events will be covered but not assessed until week 3.* | | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **Why do we need rules? What is a fairy tale?** | | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.) Why is the wolf always portrayed as the bad or mean character? | | | **Technology Standard** TT1.1 Use a variety of technology tools to gather data and information TT1.3 Use technology tools to present data and information | | | |
| **Vocabulary:**  Academic/Content |  | | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Good Fit Books-Read independently **Daily Five**-Review RtS I Chart | **Read To Someone** | | | | **Listen to Reading** | | | **Word Work** | | **Work on Writing**  Introduce WOW I Chart  p.81 |
| **Monday**  **Informational Book**:  **Pigs by Gail Gibbons**  **Options: Use different variations of Three Little Pigs all week or choose a different fairy tales for each day. (This is the unit for the entire six weeks.)**  ***The True Story of the Three Pigs, The Three Little Pigs* (different endings), *Three Little Wolves and the Big Bad Pig, Three Javelinas, Somebody and the Three Blairs*** | **Whole Group**  Explain to the students that the class will listen to a familiar fairy tale, The Three Pigs. Introduce one vocabulary word at a time by saying it and holding up its picture.  Next, hold up the corresponding vocabulary word card. Place both cards for each word side by side in a pocket chart or tape them to the front board.  Read the story **The Three Little Pigs** to students. As you read the story, focus on the characters, their attitudes, the setting, and the sequence of the story using the question sheet.  After you read the story to the students, have a pocket chart available for the sentence strip sequence activity. (If you do not have a pocket chart, you can tape the sentence strips to the front board.)Use the Sequence Sentences sheet to make sentence strips for the sequence activity.  Put all sentence strips **out of order** on the pocket chart. As you read each sentence out of order to the class, track the print with your finger. You may want to review the story with questions. Look at the question sheet attachment for question ideas. | | | **Student Collaboration**  Let students come up to the board and put the sentences in order. You may want to ask the class which sentence happened first and place that on the pocket chart first. Another suggestion would be to place the first sentence and the last sentence before putting the other sentences in order.  After students have put the sentences in order, have a student come to the board or pocket chart and read the sentences to the class. Having pictures make this easier for the child that may not be able to read these sentences, but is able to tell the sequence using the pictures. | | | **Independent Work/WOW**  Features of a sentence activities (Choose1)   * Students will copy sentences correctly on their paper (capitalization and punctuation) * Students will make sentences from a baggie of words and punctuation marks and then write the correct sentence on the paper. * Fix the sentence-Daily Fix it | | | **Small Group/Guided Reading**  Reading-Build Stamina (8-10 minutes)  WOW-Build stamina –write sentences or words related to the story for the week  RtS-Choose Good Fit books from book basket to read-build stamina | |
| **Tuesday**  **Review rules and procedures everyday**  **RI 1.1**  **Subject Integration: Social Studies –Desert**  **Bring informational books about the desert and desert animals)**  **Ask and answer questions** | Introduce a different version-***The Three Javelinas*** (see resources below)  Introduce the vocabulary and the setting.  The Three Pigs (Reading A to Z) optional  After reading create a T chart and have the students to list the main characters, settings, materials used, etc.  Closing-How does this fit with our fairy tales chart? (add to the anchor chart from Friday) | | |  | | | Features of a sentence activity from Monday | | | **Small Group**  Write and draw a picture about a fun day and then turn to your partner and share. - Build stamina –write sentences or words related to the story or picture  Continue to practice writing alphabet or sight words  Enrichment-The Three Little \_\_\_  -RtS-Choose Good Fit books from book basket to read-build stamina | |
| **Wednesday**  **Review rules and procedures everyday**  **Subject Integration:** | **Comprehension**  Goldilocks and the Three Bears  Ask, who, what, where, questions  <http://www.education.com/games/goldilock-three-bears/>  Have available a book about brown bears for children to make comparisons to | | | **Student Collaboration** | | | **Independent Work**  Continue with features of a sentence activities | | | **Small Group**  WOW-Build stamina –write sentences or words related to the story for the week  RtS-Choose Good Fit books from book basket to read-build stamina  **Daily 5**-Review of I PICK books and I Charts for RtS and WOW  **Word Works**: Parts of a sentence | |
| **Thursday**  **RI 1.1**  **Science Integration**  **Subject Integration:**  Pair with non-fiction book about bears (*In the Mountains*) | Goldilocks and the Other Three Bears  Reading A to Z –Read aloud (Google Drive-first grade resources)  Compare the two versions with the students | | |  | | | Features of a sentence activities | | | **Independent Work**  WOW-Build stamina –write sentences or words related to the story for the week  Enrichment-Write your own fairy tale.  \_\_\_\_\_ and the Three Little \_\_\_\_\_\_\_\_  -RtS-Choose Good Fit books from book basket to read-build stamina  Assess Features of a sentence/who what where why  Begin BOY Reading 3D Today! | |
| **Friday**  **Review rules and procedures everyday** | **Read Aloud**-  Comprehension: ***Somebody and the Three Blairs***-Compare the main characters using a T chart or Venn Diagram  **Word Works**: Phonemes mini lesson  Common Weekly Assessment | | | Students will complete common weekly assessments RL1.1, RF1.1 | | | | | | Students can complete/ share their own story  \_\_\_\_\_and the Three Little\_\_\_\_\_ | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Materials/Resources** [**http://www.readworks.org/lessons/grade1/genre-studies-fairy-tales**](http://www.readworks.org/lessons/grade1/genre-studies-fairy-tales)  [**http://www.education.com/worksheets/first-grade/fairy-tales/?page=2**](http://www.education.com/worksheets/first-grade/fairy-tales/?page=2)  **Three Little Javelinas** [**http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/Kirk/KIRK~1.HTM**](http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/Kirk/KIRK~1.HTM)  [**http://www.arkansas.gov/childcare/creativeadv/pdf/3%20Pigs%20&%20Javelinas.pdf**](http://www.arkansas.gov/childcare/creativeadv/pdf/3%20Pigs%20&%20Javelinas.pdf)  [**http://kids.nationalgeographic.com/animals/pig/#pig-fence.jpg**](http://kids.nationalgeographic.com/animals/pig/#pig-fence.jpg)  [**https://www.youtube.com/watch?v=CDqmSBKTX5o**](https://www.youtube.com/watch?v=CDqmSBKTX5o)  [**http://anotherdayinfirstgrade.blogspot.ca/2011/05/fairy-tale-photo-postfree-unit.html**](http://anotherdayinfirstgrade.blogspot.ca/2011/05/fairy-tale-photo-postfree-unit.html)  **Features of a sentence slideshare** [**http://library.neuhaus.org/lessonets/segmenting-sentences-1**](http://library.neuhaus.org/lessonets/segmenting-sentences-1)  **Readworks** [**https://www.readworks.org/lessons/grade1/genre-studies-fairy-tales**](https://www.readworks.org/lessons/grade1/genre-studies-fairy-tales)  [**http://www.fcrr.org/studentactivities/literature\_K1.htm**](http://www.fcrr.org/studentactivities/literature_K1.htm)  **Assessments (**[**http://www.k12reader.com/subject/1st-grade-reading-comprehension-worksheets/**](http://www.k12reader.com/subject/1st-grade-reading-comprehension-worksheets/)**)**  [**http://www.k5learning.com/reading-comprehension-worksheets/first-grade-1**](http://www.k5learning.com/reading-comprehension-worksheets/first-grade-1) | | | | | | | | | | | |